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ABSTRACT

This paper describes the administrative internship program of 1969-70 in which each of 11 interns served as an assistant to and an understudy of an experienced administrator. Responses to a program evaluation instrument are summarized. In the evaluation, the interns were asked to indicate what their objectives had been and the degree to which they had reached these objectives. To get a measure of empathy between the intern, his sponsor, and his supervising administrator, the sponsors and supervising administrators were asked to react to the evaluation instrument in terms of how they perceived the reactions of the intern. (Author/MLF)

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THE ADMINISTRATIVE INTERNSHIP COMES OF AGE

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During the decade of the seventies the closely related notions of management by objective and differentiated staffing will become widely practiced concepts in educational administration. If administrators and board members are to behave in terms of management by objective, they will relate all organizational activity to system goals, they will relate input to output, and they will appraise both the product and process of the organization in terms of carefully described and widely understood objectives. Differentiated staffing will be one means of meeting the management objectives of unleashing the potential of staff members, differentiating teaching roles on the basis of varying kinds of responsibility, keeping the strongest teachers in the classroom, improving the quality of the educational opportunity for every child, and recruiting outstanding young people into the teaching profession.

The administrative internship gives us a preview of the contribution professor-practitioner cooperation can make to the identification, recruitment, education, assignment and on-the-job development of administrators. The program, in fact, combines the management by objective and differentiated staffing concepts into its modus operandi.

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The Internship Concept

The administrative internship in education concept did not take hold until the decade of the fifties. The medical profession has utilized the internship as an integral part of its preparation program for over ninety years, and more than thirty states include it as a required segment of the medical preparation program. In education, during the fifties, there were isolated internship programs. On February 12, 1963, the NASSP Administrative Internship Project was launched under the leadership of J. Lloyd Trump. In the first year of operation, there were 14 interns assigned. During the duration of the NASSP Project, involved were 443 interns, 63 universities, and 343 participating schools.

The Department of Educational Administration at the University of Wisconsin participated throughout the project, and has administered its own administrative intern program since the NASSP Project phased out in 1969. The University of Wisconsin program has been expanded to include internship in higher education, vocational technical schools, elementary and secondary schools, central offices, and educational associations.

In brief, the internship concept is based upon the theory of learning by doing, with the doing meaningful and important to the doer. Built into the concept is the necessity for university-

institution cooperation, the marriage of theory and practice; the need to provide rich, comprehensive, and relevant experiences to meet the unique needs of each man and woman in preparation for administration.

Objectives of the Administrative Internship at the University of Wisconsin

Since the termination of the NASSP Project, the program sponsored by the Department of Educational Administration at the University of Wisconsin has been expanded to include administrative internships in all segments of the educational enterprise. In addition to the regular internship program, the department has completed a two year Urban Fellowship Program, under the direction of Professors Russell T. Gregg and Marvin J. Fruth which included one year of administrative internship. Professor Richard A. Rossmiller is directing a Research Training Program which also includes one year of intern experience. While the Urban Fellowship Program and the Research Training Program are special programs supported by extramural funds the regular internship is an integral part of the department's program, supported by state funds. The program is viewed as continuous and continuing. In each of the three programs, although designed for different clientele, the same fundamental objectives apply to the internship.

The primary objectives of the administrative internship are to:

1. Provide outstanding candidates a practical experience in day-to-day administration and operation of educational institutions.

2. Enable the intern to carry out major responsibilities requiring skillful and tactful leadership, under the guidance and scrutiny of his supervising administrator and university sponsor.

3. Stimulate both the intern and the supervising administrator to expand and improve their knowledge of concepts and research in administration.

4. Encourage and assist staff members to maintain and increase their knowledge of contemporary educational problems and administrative practices.

5. Provide a program with enough flexibility to be modifiable when appropriate to improve the competencies of present and future administrators.

6. Lower the walls between professors and practitioners to facilitate free and easy communications in both directions.

7. Bridge the gap between theory and practice; and to demonstrate continually the relationship between course work in the university classroom and practice in the field.

8. Encourage the intern, with skillful guidance, to experiment in the utilization and development of his personal, technical, and interpersonal competencies.

Internship Assignments in the 1969-70 School Year

The eleven interns in 1969-70 received a variety of assignments in several sectors of the Wisconsin educational enterprise. Five of the interns worked in local school systems: John Crubaugh interned as a high school principal at McFarland, Robert Reif was an intern assistant principal at Madison East High School, Jean Schoemaker

served as an intern elementary principal in Fond du Lac, Gerald Skaar was an intern junior high school principal in Cedarburg, and Thomas Strick worked as an intern in the Department of Budget Planning and Fiscal Studies in Milwaukee. Two interns were assigned in vocational technical institutes: Gerald Prindiville served as an intern assistant director in Green Bay, and Philip Thaldorf was an intern administrator of administrative services at LaCrosse. Four interns served in a variety of college and university positions: Gerald Mullins served as an intern assistant provost at Marquette University, P. Douglas Sims was an intern dean at Barron County Campus of Stout State University, Fred Stofflet interned to the Executive Vice President at Eau Claire State University, and James Topping was an intern to the Director of Research and Development in the office of the Wisconsin State University Board of Regents.

In each assignment, the intern served as an assistant to and ar understudy of an experienced administrator. The intern's university sponsor and program advisor made regular visits to the intern location. The sponsor, supervising administrator, and intern cooperatively planned and appraised the activities of the intern. In addition to his regular duties, the intern maintained a daily log of his activities and evaluated regularly his participation and behavior in carrying out his responsibilities. During the year, the interns gathered in six intern locations for one day seminars devoted to sharing experiences and gaining knowledge. Seminars were held at

the University of Wisconsin-Madison, Milwaukee Public Schools, WSU Board of Regents, Madison East High School, Marquette University, and Western Technical Institute at LaCrosse.

The 1969-70 Interns Appraise Their Experiences

High sounding objectives become empty platitudes unless they are utilized in the evaluation process. A simple evaluation instrument was developed in the Spring of 1970. It was reacted to by the eleven administrative interns in the 1969-70 program, their supervising administrators and university sponsors. Interns were asked to indicate what their own individual objectives had been and the degree to which the objectives had been reached. To get a measure of empathy between the intern, his sponsor, and his administrator, the sponsors and supervising administrators were asked to react to the evaluation instrument in terms of how they perceived the reactions of the intern. An analysis of the responses permit the following observations:

1. Appraisal of objectives--The interns were precise in verbalizing their individual objectives. They had been asked to list their objectives and to indicate the extent to which they believed their purposes had been achieved. Those stated objectives, which interns believed they had achieved at a high level, and with which administrators and/or sponsors agreed are:

--To assume the routine administrative duties of a principal

--To get a broad exposure to university administration

--To get exposure to a number of administrative positions

--To provide for a revitalization of myself

--To develop some administrative competencies

--To study the decision making processes and implementation procedures in an urban school system

--To correlate classroom and on-the-job experiences for developing myself as an administrator

--To develop a computer based student information system at the institution

--To experience new approaches to supervision and evaluation.

--To develop an understanding of and appreciation for vocational technical education

--To acquire skills in various aspects of school administration

--To develop and implement a model for arriving at unit costs of physical facilities

--To get day to day problem solving experience to assist me in developing leadership qualities.

Interns indicated that their objectives had been achieved in most instances, but there were also some stated objectives which had not been achieved to the intern's satisfaction:

--To become a part of the public relations program

--To become integrated with the institutional staff

--To be involved in teacher selection

Of the 42 objectives listed by the eleven interns, 29 were indicated by interns to have been achieved at the high level, only 3

at the low level. University sponsors were in closer agreement than administrators in perceiving the intern's stated objectives and self-evaluations of achievement.

2. Appraisal of intern activities--Interns were asked to indicate the value of each of ten program aspects on a three point scale from high to low. Sponsors and administrators indicated how they perceived the intern's appraisals.

Eighty percent or more of the interns, administrators, and sponsors attirbuted high value to these program aspects: relationship with supervising administrator, general intern assignment, relationship with the staff in the intern location, and appropriateness of the internship assignment. Program aspects evaluated as of average value by fifty percent or more of the three respondent groups were: orientation to the internship, writing the evaluation reports, and relevance of training prior to the internship. Only keeping the internship log was considered by more than half of each group as of low value. Visits by the university sponsors were valued more highly by interns than perceived by either sponsors or administrators. Attendance at intern seminars was seen as highly valuable by 10 interns; 40 percent of the administrators and 70 percent of the sponsors perceived accurately the intern's evaluation of seminar attendance.

A summary of the responses of the three groups is included in Table I. A score of "3" was assigned to high value ratings, a score of "2" to average ratings, a score of "1" to low value ratings, and

a score of "0" for no opinion. The mean scores of each group's responses to each of the ten program aspects are shown on Table I.

TABLE I

MEAN SCORES OF INTERN RESPONSES COMPARED TO ADMINISTRATOR AND SPONSOR PERCEPTIONS OF INTERN RESPONSES ON THE INTERNSHIP EVALUATION INSTRUMENT

Aspect of the Program	Mean Intern Response Score (n=11)	Mean Administrator Response Score (n=11)	Mean Sponsor Response Score (n=10)
1. Relationship with your Supervising Administrator	2.55	2.55	2.30
2. Keeping the internship log	1.27	.73	1.70
3. Relationships with the staff in your intern location	2.73	2.64	2.60
4. Visits by your university sponsor	2.66	2.18	2.00
5. Attendance at intern seminars	2.72	2.81	2.50
6. General intern assignment	2.72	2.81	2.90
7. Orientation period in your assignment	2.27	2.27	2.50
8. Writing the evaluation reports	2.36	1.73	2.20
9. Relevance of training program prior to the internship	2.27	2.27	2.70
10. Appropriateness of your internship position	2.90	2.72	3.00

3. Perceptions of Supervising Administrators and University Sponsors--The data in Table I indicate close agreement between the intern responses and administrator and sponsor perceptions of those responses. An analysis of the differences between individual intern responses and the individual alter group perceptions of those responses indicates that there apparently was greater empathy (as measured by this instrument) between interns and their sponsors than between interns and their supervising administrators. This finding is assigned no particular significance except that implicit in the finding is the notion that sponsors had a keener understanding of the learning objectives of the interns than their day-to-day supervisors, and that the sponsors tended to view the internship as more of an educational program than the practitioner who had to keep the show on the road. More significant is the phenomenon of university sponsors and practicing administrators engaging cooperatively in an endeavor to upgrade the preparation of future administrators.

4. Interns view the strengths and weaknesses of the internship--The major strengths of the internship program as viewed by interns, administrators, and university sponsors were: (1) the opportunity to explore without being expected to have all the answers, (2) experience under guidance, (3) getting practical experience while still a student, (4) exposure to administration at different levels, (5) the seminars, (6) the opportunity to relate theory and practice and (7) the faith placed in the interns.

Weaknesses of the program indicated by one or more of the respondents were: (1) poor orientation of the intern resulting in a slow start, (2) limited rotation among administrative positions, (3) sponsors visits were too irregular.

5. The intern seminars--During the 1969-70 school year six intern seminars were held in six different intern locations. Supervising administrators and university sponsors were invited to attend. The main objectives of the seminars were to share experiences and enlarge the interns' scope of understanding of the challenges to educational administration at all levels. Nine of the eleven interns declared the seminars to be of high value to them, one considered them of average value, and one of low value. Interns, administrators, and sponsors were invited to make recommendations on the conduct of future seminars. Recommendations on future seminars made by two or more respondents were: (1) do not change the focus, format, or scope of the present seminar procedures, (2) devote at least two full seminars to the venting of problems by interns, (3) hold at least one seminar each year at the University of Wisconsin to study large university operations, (4) break the seminars into sections composed of elementary, secondary, higher education interns, and (5) get the supervising administrators more involved in the seminars.

The first seminar for the 1970-71 school year was held in Madison on September 24 for interns, administrators, and sponsors. This meeting

was devoted fundamentally to planning the program and determining sites for the seven subsequent seminars.

6. Improving the internship--Program participants were asked to make recommendations for improvement. Suggestions included: (1) encourage supervising administrators to be more specific in communicating expectations for the intern's behavior, (2) administrators, sponsors, and interns should always meet to plan prior to the start of the internship, (3) get supervising administrators to all seminars, (4) increase the number of university sponsor visits (visits are expected to be made at least monthly), (5) eliminate the coding on the intern log, and (6) be sure that the intern is responsible for at least one significant assignment.

An illustrative comment was made by an intern who wrote "It's been worth a million dollars to me--I wouldn't trade the experience for all three previous years of administrative experience."

The Future of the Administrative Internship

Evaluationof the 1969-70 internship program has reenf rced the commitment of the Department of Educational Administration to continue the program. There are 12-15 interns being placed for the 1970-71 school year. If professorial staff was available, the number of interms would be at least double. In the years ahead the internship will expand rapidly at the University of Wisconsin and across the nation. The internship program has demonstrated its value by

furnishing valuable and practical pre-service experience to future administrators, by encouraging professor-practitioner cooperation and communication, by narrowing the gap between theory and practice, and by reenforcing the viability of the learning by doing concept.

Administrative interns have been employed for the 1970-71 school year in the public schools of DeForest, Eau Claire, Kenosha, Madison, McFarland, Milwaukee, Pulaski, Rockford, Illinois, Wittenberg-Birnamwood, and at Stout State University.

The administrative internship has come of age. Inquiries are welcome from administrators interested in participating in the program and from educators interested in exploring the internship. For program information, write to Coordinator of Administrative Internships, Department of Educational Administration, University of Wisconsin, 415 W. Gilman Street, Madison, Wisconsin 53706.